

1969

# The Married High School Athlete in South Dakota:his Status and Information for Formulating a Fair Policy

Donald J. Hanson

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THE MARRIED HIGH SCHOOL ATHLETE IN SOUTH  
DAKOTA: HIS STATUS AND INFORMATION  
FOR FORMULATING A FAIR POLICY

BY  
DONALD J. HANSON

A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Major in  
Physical Education, South  
Dakota State University

1969

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THE MARRIED HIGH SCHOOL ATHLETE IN SOUTH

DAKOTA: HIS STATUS AND INFORMATION

FOR FORMULATING A FAIR POLICY

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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This thesis is also an installment on a debt which can never be paid in full to the late Professor S. G. Froiland.

DJH

THE MARRIED HIGH SCHOOL ATHLETE IN SOUTH  
DAKOTA: HIS STATUS AND INFORMATION  
FOR FORMULATING A FAIR POLICY  
Abstract

DONALD J. HANSON

Under the supervision of Professor Glenn E. Robinson

The purpose of this study was to determine the status of the married athlete as it pertains to his participation in interscholastic athletics on the secondary level in South Dakota and to offer meaningful information for formulating a fair policy concerning the married student-athlete.

The survey method utilizing the questionnaire was employed in determining status. Ninety-nine percent of the administrators of secondary schools in South Dakota returned a questionnaire supplying information concerning the status of the married athlete in their respective schools. Results of the survey indicated that forty-three percent of the secondary schools in South Dakota have a policy that prohibits the married athlete from participation in interscholastic athletics. Seventeen percent of the secondary schools in South Dakota have a policy that permits the married athlete to participate and forty percent of the schools have no policy concerning the married athlete.

Administrators in secondary schools in South Dakota (51 percent) prefer to administer school systems that prohibit the married athlete from participation in interscholastic athletics. However, thirty-six percent of the administrators prefer to administer school

systems that permit the married athlete to participate in interscholastic athletics.

The administrators (50 percent) prefer that the local school board be the policy-making body concerning the married athlete's participation in interscholastic athletics and forty percent would prefer that the State High School Activities Association formulate such a policy.

One hundred percent of the state athletic directors in the fifty states returned a questionnaire supplying information concerning the status of the married athlete in their respective states. Results indicated that of the survey only three states have any policy which would prohibit the married athlete from participation in athletics on the secondary level.

More than half (53 percent) of the state directors prefer a school system in which the married athlete may participate in interscholastic athletics; thirty-five percent prefer a school system that prohibits the married athlete's participation.

Sixty percent of the state directors prefer that the local school board formulate the policy concerning the married athlete in interscholastic athletics; thirty-four percent prefer that the state activities association formulate the policy.

Guidance counselors attending a guidance counselors conference at South Dakota State University, Brookings, South Dakota, were surveyed concerning their opinion about the married athlete on the secondary level. Guidance counselors strongly (84 percent) prefer a school system in which the married athlete may participate in

interscholastic athletics. The guidance counselors prefer the state high school activities association over the local school board, sixty-two percent to twenty-five percent, as the policy-making body concerning the participation of the married athlete in interscholastic athletics.

In providing meaningful information concerning the formulation of a fair policy pertaining to the married athlete and his participation in interscholastic athletics on the secondary level, the writers reviewed literature in the following areas: (1) married students and their secondary education; (2) marriage statistics; (3) the value of athletics; (4) the role of extracurricular activities in secondary education; (5) the authority of school boards to exclude by legal action married pupils from participation in extracurricular activities. Opinions of secondary school administrators in South Dakota, state athletic directors in all fifty states, and guidance counselors attending the Guidance Counselors Conference at South Dakota State University, Brookings, South Dakota, were also surveyed concerning a fair policy for the married athlete and his participation in interscholastic athletics on the secondary level.

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## CHAPTER I

## THE PROBLEM, LIMITATIONS AND DEFINITIONS OF TERMS USED

Throughout the United States a controversy is prevalent concerning what is to be done about the ever increasing number of teen-age marriages. Many institutions are undecided as to what particular role they should play in the controversy. The secondary school system is one such institution. The problem of teen-age marriages has been a perplexing one to which educators are as yet not in full agreement. No area of the problem of teen-age marriages has received so much publicity or has aroused such mixed emotion as the married athlete's participation in interscholastic athletics. Legal cases involving the married athlete are often fought in the courts with highly publicized and often controversial results.<sup>1,2,3,4</sup>

At the present time there seems to be little or no agreement on how the issue should be handled in the State of South Dakota. The State of South Dakota gives complete authority to the local school

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<sup>1</sup>Kissick v. Garland Independent School Dist., 330 SW (2d) 708 (Tex., 1959).

<sup>2</sup>Cochrane v. Board of Education of Mesick Consol. School Dist. 360 Mich 390, 103 NW (2d) 569 (1960).

<sup>3</sup>Ohio ex rel. Baker v. Stevenson, 189 NE (2d) 181 (CP Ohio, 1962).

<sup>4</sup>Starkey v. Board of Education of Davis County School Dist., 381 P (2d) 718 (Utah, 1963).

districts of this state to establish its own policy concerning the married athlete's participation in interscholastic athletics. (See Chapter IV, Table IX). Some school districts assert that the married athlete should be allowed to participate; others say that he should not. Still others have no policy concerning the married athlete. The married athlete's status in South Dakota varies from school district to school district, and schools within a near proximity may have completely different policies as to the married athlete's participation in interscholastic athletics.

It may be assumed that the married athlete on the secondary level in South Dakota has no way of knowing what his status is unless the school district in which he is a student has a written policy. If there is no policy or if the policy is not acceptable to the parties concerned, it may be the beginning of a highly controversial issue.

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the status of the married athlete as it pertains to his participation in interscholastic athletics on the secondary level in South Dakota and to offer meaningful information for formulating a fair policy concerning the married student-athlete.

Significance of the study. The study of marriage as a social science is relatively new; however, people of all age groups may have formulated their own opinions on the subject. These opinions are not

always based on fact but are often founded on some premise for which there is little or no scientific or psychological evidence. The introduction of the use of statistics in the study of marriage has accomplished much insofar as statistics have taken marriage out of the realm of personal opinion and has given the public the availability of literature to make their judgment less dependent on hearsay and conjecture. The use of statistics in the study of marriage has indicated to educators that there is an increasing rise in the incidence of teen-age marriages.

Rowan states that the dramatic rise in the incidence of teen-age marriages is vividly illustrated by a recent study conducted by the family service agency of San Bernadino, California. This study indicates that although the number of marriages in San Bernadino County, California, during 1958 was up 231 percent over 1940, the number of teen-age marriages increased 477 percent over the same period of time. Rowan also states that in the United States at the present time there are more than a million married couples still in their teens and that at least 900,000 teen-agers of high school graduation age will not graduate. One of the major factors contributing to teen-agers' not graduating will be their early marriage.<sup>5</sup> Rowan in discussing the problem with Federal Education Commissioner Lawrence Derthick, found that of the nation's 4,500,000 young people

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<sup>5</sup>Carl T. Rowan, "Too Young to Marry," Minneapolis Tribune, (October 3, 1960), p. 8.

sixteen and seventeen years old, a million are not in school. At least a fifth of those absent are absent because of early marriage.<sup>6</sup>

There have been incidents of controversy concerning the married athlete's participation in interscholastic athletics within the past two years in the State of South Dakota. In the present year, 1968, one such case was brought to a court settlement.<sup>7</sup>

The problem of early marriage is then obviously a serious and growing problem which educators will have to understand and contend with if the current trend of teen-age marriages continues. One area of this problem concerns the married athlete and his role as a student in the secondary schools of South Dakota. In this study an attempt was made to determine the status of the married athlete as it pertains to his participation in interscholastic athletics on the secondary level in South Dakota. In this study an attempt was also made to offer meaningful information for formulating a fair policy concerning the participation of the married athlete in interscholastic athletics on the secondary level in South Dakota.

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<sup>6</sup>Ibid.

<sup>7</sup>News item in the Sioux Falls Argus-Leader, September 16, 1968.



## II. LIMITATIONS OF THE STUDY

This study was limited to data obtained from:

1. Administrators of secondary schools in the school districts that participate in interscholastic athletics in the State of South Dakota.
2. Guidance counselors from South Dakota, Nebraska, Minnesota, and Iowa attending a Guidance Counselor Seminar at South Dakota State University, Brookings, South Dakota.
3. Commissioners or executive secretaries of state high school athletic associations in all fifty states of the United States.

## III. DEFINITIONS OF TERMS USED

Teen-age marriage. A marriage of which both the marriage partners are between the ages of thirteen and nineteen.

Married athlete. The term "married athlete" as used in this study refers to a male student who wishes to participate in interscholastic athletics on the secondary level and fulfills all eligibility requirements for participation but is married.

Interscholastic athletics. Team or individual contests in sports, the players representing two or more secondary schools, and recognized and managed by school authorities and the state high school athletic association.<sup>8</sup>

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<sup>8</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Inc., 1949), p. 36.

Status. State or condition of a person. Position of affairs.<sup>9</sup>

School district. The area supervised by a given school board. This may include one or more secondary schools.<sup>10</sup>

School board. The popularly elected body, on which the state places the responsibility for conducting the local public education system. The school board has the power to establish rules, regulations, and policies for the local school systems.<sup>11</sup>

Secondary level. The level of education known as senior high school which may consist of grades 9-12 or 10-12 depending on the individual senior high school organization.

Fair policy. "A policy is a general statement which describes the aim, purpose, or objective to be achieved. Policy statements represent guidelines or stars by which to steer an institution."<sup>12</sup> To be fair, the policy must be equitable, just, impartial, unbiased, and objective so as not to favor either or any side.<sup>13</sup>

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<sup>9</sup>Webster's New Collegiate Dictionary (Springfield, Mass.: G. & C. Merriam Co., 1960), p. 828.

<sup>10</sup>Good, op. cit., p. 138.

<sup>11</sup>Ibid., p. 358.

<sup>12</sup>Steven J. Knezevich, Administration of Public Education (New York: Harper and Row, 1962), p. 223.

<sup>13</sup>Webster's, op. cit., p. 297.

## CHAPTER II

### REVIEW OF THE LITERATURE

After an extensive search of available literature, the writer was unable to find any written material which was directly concerned with the married athlete on the secondary level of education, with the exception of the court cases as reported in this chapter.

The information presented in this chapter has been obtained from literature which relates indirectly to the married student-athlete on the secondary level of education and expresses the written ideas of psychologists, psychiatrists, authorities in the field of marriage, educators, administrators, social workers, educational critics, researchers in the field of marriage, athletic coaches, and those who are familiar and interested in the educational process and in young people for whom educational institutions are in existence. Books, anthologies, periodicals, newspaper articles, and court decisions were investigated in presenting information pertinent to the study.

#### I. LITERATURE ON MARRIED STUDENTS AND THEIR SECONDARY EDUCATION

Rowan states that young married couples tend to become poorly educated adults because of two factors: "Youngsters who get married tend to drop out of school. When they don't, educators tend to force

or ease them out."<sup>1</sup> Rowan continues by stating that students are not expelled from school in most cases because of their marital status, and most school boards feel that marriage should not prohibit a student from obtaining a free public education. Educators, however, do consider married students as "special problems that they could very well do without."<sup>2</sup> In discussing the problem with Burchinal of Iowa State College, Rowan learned that most school boards assume that they treat married students fairly, but often the policies adapted by these boards tend to reflect "discrimination" or "punitive motivation."<sup>3</sup> After further discussion of the problem with Burchinal, Rowan states that the restrictive and punitive policies adopted by schools did not reduce student marriages. "Only a minority of schools see teen-age marriages as situations in which they have a responsibility to help a student make a success of both marriage and education."<sup>4</sup>

According to Rowan administrators make seven assertions:

1) Married students discuss their sexual experiences with unmarried students; 2) married students lose interest in school, attend irregularly and subsequently drop out; 3) married students are a general bad influence on other students; 4) the married

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<sup>1</sup>Carl T. Rowan, Sixth in a Series, "Too Young To Marry," Minneapolis Tribune, October 8, 1960, p. 5.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

girl frequently becomes pregnant before completing school; 5) the presence of a married student tends to encourage other students to marry; 6) married students expect special privileges; and 7) parents of other students complain.<sup>5</sup>

In discussing this list with psychologists, Rowan found that the validity of several of these points was faulty. He found that married students seldom discuss the details of their sexual relations with unmarried students, and if they do enter these discussions, neither age nor scholastic situation would have anything to do with their decision to discuss these intimacies. The presence of married students in a school system may tend to serve as horrible examples of married life rather than to contribute to early marriage. The opportunity to observe the realities of marriage in a setting which is familiar to the student may cause him to drop many misconceptions and romantic ideas of marriage and deter as many early marriages as would be encouraged by the married student's presence in the school system.<sup>6</sup>

According to Landis the more basic social institutions have often failed in their responsibilities for the moral instruction of youth, and the school systems of today are forced to compensate for this failure. "It is for this reason that its efficient administration and functioning are so deterministic in the lives and experiences of adolescents and youths."<sup>7</sup> Landis further states

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<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

<sup>7</sup>Paul H. Landis, Adolescence and Youth (New York: McGraw-Hill Book Company, Incorporated, 1952), p. 392.

that the school must also provide the core of moral teaching which should be the duty of the home, but parents being confused or ignorant of the situation fail to cultivate morality in their own children.<sup>8</sup> Rowan agrees that the schools have been forced to take on many of the responsibilities of parents; however, Rowan states, "What the schools do will always be second best, for it can be either supplementary to, or stop-gap provisions for what parents are doing or fail to do."<sup>9</sup>

Several writers have been critical concerning the manner in which the school systems have handled their new and expanded role of education. Cox states:

It is my contention that the formal education system within the United States today does not have a harmonious balance between the claims of society and the development of the individual. The scale is tipped too far in the direction of society; thus the individual is suffering.<sup>10</sup>

Neill, in his criticism of formal education, states, "Parents and teachers make it a business to influence children because they think they know what children ought to have, ought to learn, ought to be."<sup>11</sup> Neill continues by asking the question, "Are we as adults, parents or teachers able to eliminate the emotional factors and prejudice that we have and act in the best interest of the individual

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<sup>8</sup>Ibid.

<sup>9</sup>Carl T. Rowan, Tenth in a Series, "Too Young To Marry," Minneapolis Tribune, October 13, 1960, p. 14.

<sup>10</sup>Frank D. Cox, Youth, Marriage and the Seductive Society, (Dubuque, Iowa: William C. Brown Company, Incorporated, 1967), p. 4.

<sup>11</sup>A. S. Neill, Summerhill, A Radical Approach to Child Rearing (New York: Hart Publishing Company, 1960), p. 255.

student no matter what the circumstance?"<sup>12</sup> Neill further states:

The battle for youth is one with the gloves off. None of us can be neutral. We must take one side or the other; authority or freedom; discipline or self-government. No half measures will do. The situation is too urgent.<sup>13</sup>

According to Kirkendall school policies toward young married couples need to be reexamined. These policies must be more student orientated in order to make it possible for more young married couples to continue their education. Kirkendall continues that there is a need to consider such matters as social and recreational arrangements along with the curriculum.<sup>14</sup>

Concerning this matter Rowan makes the following assertion:

The tide of young marriages is not going to be stemmed by prohibitions and punitive actions. The most that can be hoped for is that more youngsters can be convinced to forego hopeless unions and that youngsters who do marry can be given the training and understanding that will make it possible for them to succeed. The current pattern of hasty marriages with a high rate of failure will continue until educators assume more responsibility than they have done so far to give our young people the knowledge and understanding that they need.<sup>15</sup>

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<sup>12</sup>Ibid., pp. 257-58.

<sup>13</sup>Ibid., p. 297.

<sup>14</sup>Lester A. Kirkendall, "Too Young To Marry?" Public Affairs Pamphlet Number 236 (1958), 27.

<sup>15</sup>Carl T. Rowan, Seventh in a Series, "Too Young To Marry," Minneapolis Tribune, October 10, 1960, p. 21.

## II. LITERATURE ON MARRIAGE STATISTICS

In regard to marriage statistics, Kirkendall states the following:

In 1951, no less than 2.1 per cent of all men under twenty, or 126,000 were married. In 1940 the percentage was only 1.4. The corresponding figures for women show that 13.7 per cent or 870,000 of the women under twenty were married in 1951, while only 9.8 per cent were married in 1940. This is a sharp rise indeed in only eleven years. For years the average age at the time of first marriage has been declining. The average age for women has dropped from 22.0 years in 1890 to 20.4 years in 1951; for men, from 26.1 years to 22.6 years. These figures contradict the belief that the era of early marriages was in great-grandfather's and great-grandmother's time. People think that in those days boys were on their own at an earlier age and married sooner. Actually, there are more early marriages today than ever before.<sup>16</sup>

Bossard and Boll point out these statistics:

Ages eighteen and nineteen are now the favorite ages of marriage for women in the United States. One-third of all first marriages are concentrated at these two age levels. Of all women marrying for the first time, one out of every thirteen (7.5 per cent) is sixteen years of age or less, one out of every six (16 per cent) is seventeen or less, one out of every three (34.6 per cent) is eighteen or under, and one-half (49.3 per cent) are less than twenty years of age.<sup>17</sup>

Bossard and Boll also report these facts:

Men are customarily older than their wives by several years. Of all men marrying for the first time, one out of every thirteen (7.5 per cent) is eighteen or under, one out of every six (17.2 per cent) is nineteen or under, more than one out of every four (27.1 per cent) is twenty or under, and two out of

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<sup>16</sup>Kirkendall, loc. cit.

<sup>17</sup>James H. S. Bossard and Eleanor Stoker Boll, Why Marriages Go Wrong (New York: The Ronald Press Company, 1958), p. 101.



five (40.2 per cent) are twenty-one or under. Ages twenty-one and twenty-two are the favorite ages for first marriages for males; one out of every four falling into these two age groups.<sup>18</sup>

Bernard, Buchanan, and Smith found that even college-educated people who usually marry somewhat later in life are marrying earlier:

Among white men in the age bracket from 20 to 24 who had completed four or more years of college, 33.1 per cent were married in 1950 as contrasted with only 16.2 per cent in the same category in 1940. For white college women the percentages were 45.7 and 22.9 respectively. Even among those with only one to three years of college education the increase between 1940 and 1950 in the proportion married in this age bracket was from 13.9 to 24.0 for men and from 27.5 to 44.0 for women.<sup>19</sup>

Cox states that the divorce rate for those married before the age of eighteen was almost three times as high as those married between twenty-two and twenty-four years of age. In general, for a girl under eighteen and a boy under twenty, a lasting marriage is difficult to achieve.<sup>20</sup>

In summary, the reported literature is in agreement that in all levels of society the average age for a person at the time of first marriage is considerably less than it has been in past years, and there is agreement that this trend toward an early age for marriage will continue. There is also an indication that a person marrying at an earlier age will have difficulty in achieving a lasting marriage.

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<sup>18</sup>Ibid.

<sup>19</sup>Jessie Bernard, Helen E. Buchanan, and William M. Smith, Jr., Dating, Mating and Marriage Today (New York: Arco Publishing Company, Incorporated, 1959), p. 217.

<sup>20</sup>Cox, op. cit., p. 48.

### III. LITERATURE ON THE VALUE OF ATHLETICS

In a survey conducted by Bennett, the following comments were received from ex-athletes concerning their varsity experiences:

It is my opinion that my varsity athletics experience has been the most constructive of my life. Coming at a time of life when habits are in the formative stage, that experience taught me the value of self-discipline and training to reach an objective.<sup>21</sup>

I do feel my athletic competition in high school and at Ohio gave me something worthwhile that I could not have obtained in any other manner--being a proud winner and a gracious loser of which I consider the latter more important.<sup>22</sup>

My interest in athletics has influenced my two sons, and their participation has kept them out, in my estimation, many [sic] of the juvenile problems we are having today.<sup>23</sup>

I personally feel that if it were not for my participation in the athletic program I would never have finished my college course.<sup>24</sup>

Bennett found that only three percent of the survey respondents indicated partial dissatisfaction with their varsity experiences and that a complete dissatisfaction of their varsity experiences was expressed by two percent of the respondents.<sup>25</sup>

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<sup>21</sup>B. L. Bennett, "Ex-Athletes Comment on their Varsity Experiences," Journal of Health, Physical Education and Recreation, 29:16, April, 1958.

<sup>22</sup>Ibid.

<sup>23</sup>Ibid., p. 26.

<sup>24</sup>Ibid., p. 16.

<sup>25</sup>Ibid., p. 44.

In his criticism of athletics Cosby states, "Obviously, whether athletics are detrimental or beneficial depends upon those adults directly responsible for their organization and promotion."<sup>26</sup> Cosby indicated that although there are corrupt practices in athletics many good things come out of that program. The good things that are associated with athletics must be expanded and protected. "We should strive for better programs in the future."<sup>27</sup>

According to Cosby, these are some steps that are necessary in achieving a good athletic program and policy:

1. Give the game back to the players and the student body. After all it is their school.
2. Teach citizenship.
3. Do not let the school boards, administrators, or coaches exploit the young of the community for their own selfish gain.
4. Make the program for all, both boys and girls.<sup>28</sup>

Eidsmoe, in a survey conducted in Iowa among the players of the top twenty high school football teams as ranked by the Iowa Associated Press, collected the following information concerning the grade-point averages of athletes as opposed to non-athletes in the various school systems surveyed:

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<sup>26</sup>John Cosby, "Athletics Are a Menace To Education," School Activities, 35:11-14, September, 1963.

<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

## A Break-down of Grade-point Averages by Class as Listed Below:

English	(No. of Participants)	Athletes Grade-point Average	Non-Athletes Grade-point Average
Seniors	(217)	2.398	2.272
Juniors	(221)	2.215	2.019
Sophomores	( 68)	2.522	2.101
Freshmen	( 11)	2.636	2.273
Mathematics			
Seniors	(163)	2.593	2.475
Juniors	(153)	2.290	2.123
Sophomores	( 55)	2.593	2.000
Freshmen	( 11)	2.273	1.909
History			
Seniors	( 29)	2.633	2.033
Juniors	(208)	2.391	1.964
Sophomores	(259)	2.593	1.949
Freshmen	( 0)	-----	-----
Science			
Seniors	(174)	2.597	2.267
Juniors	(106)	2.336	2.078
Sophomores	( 57)	2.439	1.982
Freshmen	( 11)	2.091	1.636

The results of the survey clearly indicated that those who are capable of playing football on the high school team of today are superior to the average of their classroom colleagues in academic performance. The total grade point average of 592 players in all subjects carried was 2.523 whereas the grade point average of their non-participating classmates was 2.085.<sup>29</sup>

In an earlier study dealing with Iowa high school basketball players at sub-state and state tournaments, Eidsmoe found the following information concerning grade-point averages of athletes as opposed to non-athletes in their respective schools:

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<sup>29</sup>Dr. Russell M. Eidsmoe, "High School Athletes are Brighter," Journal of Health, Physical Education and Recreation, 35:53-54, May, 1964.

Teams	(No. of Participants)	Basketball Player Grade-point	Entire Class Average
<u>Boys</u>			
Seniors	(74)	2.622	2.200
Juniors	(57)	2.551	2.148
Sophomores	(29)	2.381	2.296
Freshmen	( 8)	2.406	2.531
<u>Girls</u>			
Seniors	(35)	3.104	2.317
Juniors	(34)	2.884	2.270
Sophomores	(17)	2.468	2.300
Freshmen	(10)	2.975	2.275

The survey does show very plainly that athletes such as basketball players who are highly competitive in their chosen sport are also above the average of their fellow students in academic performance, a point which in many cultured circles has been definitely denied or in doubt.<sup>30</sup>

According to Madlem, a psychiatrist from Pomona, California, educators have overlooked the fact that an individual is a participating member of society and is continually in an encounter with others in the society. Madlem suggests that athletics, especially football, is a healthy way for an individual to participate in an educational experience and to encounter others of his society in a real and concrete way.<sup>31</sup> Through this experience, Madlem continues, a boy meets all the criteria for life; he encounters his inner self and experiences the "ambivalent emotions that give texture

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<sup>30</sup>Dr. Russell M. Eidsmoe, "The Academic Performance of High School Athletes," Journal of Health, Physical Education and Recreation, 32:20, November, 1961.

<sup>31</sup>Leo S. Madlem, Jr., "Athletics in a Young Man's Life," American Football Coaches Association, Proceedings of the Thirty-Ninth Annual Meeting (January 11-12-13, 1962), pp. 32-3.

and meaning to life."<sup>32</sup> The athlete learns to cope with reality while it is occurring--his anger, his frustrations, and many other personal responses which are a "constructive non-verbal level of action."<sup>33</sup> Madlem continues that athletics develops self-trust and allows the personal emotions of the individual to be faced and synthesized. Athletic experiences allow for "group identification" with the team which may represent others of different religions, races, abilities, and ideals, which in itself helps a person to identify himself with his society. The athlete learns responsibility to himself and others through his athletic experiences.<sup>34</sup>

Madlem also states that neuro-psychiatric casualties in World War II and the Korean Action was about eight percent; yet the rate was negligible among former athletes in the same two confrontations. Madlem states this was possible because of the athlete's strength of identification, "because the individual who cannot identify can neither fight nor survive, or love for that matter."<sup>35</sup>

In discussing the value of sports, Blaik received the following quotation of President Theodore Roosevelt in a letter from John McKenna, Coach of Virginia Military Institute:

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<sup>32</sup>Ibid., p. 34.

<sup>33</sup>Ibid.

<sup>34</sup>Ibid., pp. 34-5.

<sup>35</sup>Ibid., p. 35.

It is not the critic who counts; not the man who points out how the strong man stumbled or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena; whose face is marred by dust and sweat and blood; who strives valiantly, who errs and comes short again and again; who knows the great enthusiasm, the great devotions, and spends himself in a worthy cause; who, at the best, knows the triumph of high achievement; and who, at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who knew neither victory nor defeat.<sup>36</sup>

The Educational Policies Commission reinforces the value of athletics with this statement:

We believe in athletics as an important part of the school physical education program. We believe that the experiences of playing athletic games should be a part of the education of all children and youth who attend schools in the United States.<sup>37</sup>

In summary, there seems to be agreement among writers in the field of athletics, education, and psychiatry that there are certain values that can be gained by participation in athletic competition. There is also an indication that participation in athletics is an aid to improved academic performance. There is an indication, as well, that the athletic program must be well administered and supervised in order that values may be achieved, and the personnel in charge of these programs must be aware of the overall purpose of athletics.

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<sup>36</sup>Earl H. Blaik, You Have To Pay The Price (New York: Holt, Rinehart and Winston, Inc., 1960), p. 66.

<sup>37</sup>Educational Policies Commission, School Athletics (Washington, D. C.: National Education Association, 1954), p. 3.

#### IV. LITERATURE ON THE ROLE OF EXTRACURRICULAR ACTIVITIES IN SECONDARY EDUCATION

According to Kilzer, Stephenson, and Nordberg most of the non-instructional activities of present-day school systems should not be considered to be outside the curriculum, "extracurricular," but rather to be an important and integral part of the curriculum and more appropriately called "allied activities." Kilzer, Stephenson, and Nordberg continue that these "allied activities" have become fundamentals of good education and should be considered part of the regular educational offerings of every secondary school.<sup>38</sup> When the definition of curriculum is accepted as "all the experiences of the learner under the direction and supervision of the school," the term "extracurricular" is no longer acceptable; therefore, all activities supervised by the school should be a part of the curriculum.<sup>39</sup>

Kilzer, Stephenson, and Nordberg add that many activities once considered as extracurricular are now a respected part of the school system and that the term "extracurricular" should not be used in the modern school system.<sup>40</sup>

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<sup>38</sup>Louis R. Kilzer, Harold H. Stephenson, H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, 1956), Introduction IX.

<sup>39</sup>Ibid.

<sup>40</sup>Ibid., pp. 15-17.



Saylor and Alexander state that in secondary schools extra-class activities should be a part of the total school curriculum. These extra-class activities include athletics and sports and provide meaningful experiences that contribute significantly to the objectives of education.<sup>41</sup>

Neayley and Evans feel that because the increase of leisure time is becoming a problem in modern society, the curriculum must contain a program of "extracurricular" activities to cope with the problem.<sup>42</sup>

Oliver states that studies that include reading, remembering, and reciting are entrenched in most curriculums and that all other activities have less prestige and are placed outside the basic curriculum as extra-class.<sup>43</sup> Oliver continues that the term "extra-curricular" should be renamed "co-curricular," and a program of activities including athletics should be considered as part of the curriculum not as extra-class.<sup>44</sup> DeYoung also uses the term "co-curricular" as those activities different from the typical classroom

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<sup>41</sup>J. Galen Saylor and William M. Alexander, Curriculum Planning for Modern Schools (New York: Holt, Rinehart and Winston, Incorporated, 1966), pp. 291-93.

<sup>42</sup>Ross L. Neayley, N. Dean Evans, Handbook For Effective Curriculum Development (New Jersey: Prentice-Hall, Incorporated, 1967), pp. 36-7.

<sup>43</sup>Albert I. Oliver, Curriculum Improvement (New York: Dodd Mead and Company, 1965), p. 9.

<sup>44</sup>Ibid.

instruction but requiring the same organization and supervision as those which are often called "extracurricular."<sup>45</sup> DeYoung further states that "the quality of life one leads is dependent on the leisure pursuits one has and co-curricular activities provide learning by doing which is most important in one's leisure pursuits."<sup>46</sup> DeYoung adds that the co-curricular programs co-exist with the curriculum and help to enrich it.<sup>47</sup>

Unruh states that "students of education have advanced a new theory that perhaps the school activity program comes more nearly supplying the basic educational needs to students than does the regular academic course."<sup>48</sup> Unruh continues that subjects intended as the core of education are aided and developed by the activity program.<sup>49</sup> Unruh also states:

The program is no longer regarded as extra. It probably provides the best experiences in the entire curriculum from the viewpoint of training boys and girls in the techniques of getting along with one another. Many important, interesting lessons of lasting value are learned in the activities.<sup>50</sup>

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<sup>45</sup>Chris A. DeYoung, American Education (fourth edition; New York: McGraw-Hill Book Company, 1960), p. 421.

<sup>46</sup>Ibid., p. 324.

<sup>47</sup>Ibid., p. 323.

<sup>48</sup>Adolph Unruh, "Some Criteria for Evaluating a Program of Activities," School Activities, 21:3, September, 1949.

<sup>49</sup>Ibid.

<sup>50</sup>Ibid.

Clayton feels that educators often fear student activities because these activities "may encourage student thought and initiative."<sup>51</sup> Clayton further asserts the following:

Student activities which often are about the only part of the school program that may give opportunity for student initiative and responsibility are encompassed by a host of restrictions and regulations. Student activity, meaning student participation in democratic living, should be the basis of all education not its occasional ornament.<sup>52</sup>

Shannon feels that extracurricular activities need no defending but that they could be "defended adequately on the same traditional grounds as curricular ones."<sup>53</sup> Shannon states that it is in the area of personality development that extracurricular activities can be even more important than formal classes, for they are conducive in helping students to develop attractive personalities.<sup>54</sup> Dentler contends that youth who drop out of school often do so because they infrequently participate in the extracurricular programs of the school while many of their student peers are participating in these programs.<sup>55</sup>

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<sup>51</sup>F. L. Clayton, "The Extra-Curricular and Our Philosophy of Education," School Activities, 15:227, March, 1944.

<sup>52</sup>Ibid.

<sup>53</sup>J. R. Shannon, "School Activities and Personality Development," School Activities, 20:275, May, 1949.

<sup>54</sup>Ibid.

<sup>55</sup>Robert A. Dentler, "Dropouts, Automation and the Cities," Problems and Issues In Contemporary Education, An Anthology from The Harvard Educational Review and The Teachers College Record (Scott-Foresman and Company, 1966), p. 210.

Hearn states that student behavior is a primary concern of education.<sup>56</sup> Hearn believes that a broad program of school activities may help to develop a student's behavior toward his school in this manner:

- A. Improvement in School Attendance. Lack of interest is a major cause of non-attendance and dropping out of school. A vital school activities program in which each student has a worthwhile role, should greatly increase the school's holding power.
- B. Improvement in Scholarship.
- C. Increased Participation in School Activities.
- D. Decrease in Asocial Behavior. Good school activity programs can be expected to serve as an impetus to the development of high morale within the student body and of positive citizenship and character traits in individual students.<sup>57</sup>

In summary, the literature on extracurricular activities, of which athletics has always been considered a part, implied that there is a trend to consider these activities as a part of the regular offerings of the secondary school curriculum rather than extra-class. These activities should be renamed "co-curricular" or "allied activities" or a term which would better denote their importance to the total curricular offerings of the secondary school system. There seems to be agreement that with the increase of leisure time in present-day society it is important that schools involve all students in these activity programs to aid and supplement the regular

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<sup>56</sup>Arthur C. Hearn, "Evaluating the School Activity Program," School Activities, 23:180, February, 1952.

<sup>57</sup>Ibid.

class offerings of the secondary school. It is also apparent that the literature indicated a need to relax the many restrictions and regulations which prohibit many students from participating in these co-curricular activities. Co-curricular activities are needed to provide the student with a complete and balanced education.

V. LITERATURE ON THE AUTHORITY OF SCHOOL BOARDS  
TO EXCLUDE MARRIED PUPILS FROM PARTICIPATION  
IN EXTRACURRICULAR ACTIVITIES

According to Flowers and Bolmeier the courts have been in agreement that boards of education do not have the authority to exclude married students permanently from attending public schools. Consequently, school boards have sought various means to discourage marriages among the student body. The method used by some school officials, "by virtue of the discretionary authority vested in them," has been to limit the married students from participation in extracurricular school activities.<sup>58</sup> In barring the married students from participation in extracurricular activities and permitting them to participate only in classroom work, several school districts have been brought into the courts where they have been questioned as to the legality of such action.<sup>59</sup> Flowers and

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<sup>58</sup>Anne Flowers and Edward C. Bolmeier, Law and Pupil Control (Cincinnati: W. H. Anderson Company, 1964), pp. 60-61.

<sup>59</sup>Ibid., p. 61.

Bolmeier stated the following court cases as evidence to the legality of school boards limiting the participation of married students in extracurricular activities.

Cochrane v. Board of Education of Mesick Consolidated School District: In seeking a writ of mandamus against the board of education of Mesick Consolidated School District, the plaintiffs sought to compel school authorities to allow Ronald Cochrane and David Shavely to participate in interscholastic athletics regardless of the fact that they were married. The lower court ruled against the two students, and the Attorney General of Michigan intervened upon appeal of the plaintiff and issued the following opinion:<sup>60</sup>

It is submitted by the Attorney General that the action of the school board, in taking what it frankly admits is punitive action, designed to humiliate and ridicule the plaintiff students before their classmates so as to discourage other marriages, is violating the public policy of the state by attacking the married status of these students as "wrongdoing," and that the rule in question is clearly void for that reason alone. The concern of the law is to protect, not to attack, the state of matrimony, and to exalt, not to undermine, the security of legal marriages. . . they are entitled, by law and public policy, to the respect and security of community acceptance in their married status, as well as to all the benefits of equal access to all public educational facilities, including their earned status in the co-curricular activities. To deprive them of the intangible security of their pride of achievement in the "glamour" titles and offices so important to the high school student, at a time of life when they are peculiarly sensitive to acceptance and approval by their contemporaries, is to interfere not only with their education but also with their marriages, by undermining their morale in this respect, thus condemning their marital status through the exclusionary rule . . . instead of making the status of marriage itself an occasion

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<sup>60</sup>Ibid., p. 62.

for stripping students of achievement and rank, so as to deprive them of the admiration of fellow students, it is the duty of the school board to respect and exalt the status of matrimony . . . if, however, the community is to take a position against high school marriages, the way to do it is through legislation . . . not through school board interference with the prerogative of the legislature, the parents, and the church.<sup>61</sup>

The Supreme Court of Michigan upheld the ruling of the lower court over the Attorney General's opinion; however, the court was divided in its opinion of the case. The Michigan Supreme Court stated that "the school district did not violate the statute guaranteeing to all students an equal right to public educational facilities by excluding the students from participation in co-curricular activities."<sup>62</sup> The ruling of the Michigan Supreme Court was a split decision as indicated by their vote:

Four justices of the Supreme Court expressed opposition to the resolution finding it unreasonable and arbitrary and stating that evidence was not presented which would indicate that the marriages of the boys would have ill effects upon the administration of the school in any way. Three of the justices affirmed the decision of the lower court in their belief that the resolution was reasonable and enacted within the power of the board; the eighth justice affirmed the decision of the lower court on the grounds that the question was moot since the boy in question had been graduated.<sup>63</sup>

The Garland Independent School District's rule, prohibiting married students from engaging in any athletic or extracurricular activities and limiting them only to classroom work, was brought to the Court of Civil Appeals of Texas: Kissick v. Garland Independent

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<sup>61</sup>Ibid., p. 62-3.

<sup>62</sup>Ibid., p. 63.

<sup>63</sup>Ibid., p. 64.

School District.<sup>64</sup> "The court declared that the resolution was neither capricious, discriminatory, nor unreasonable as applied to the case of Jerry Kissick."<sup>65</sup> Flowers and Bolmeier state:

Since the board's action to discourage teenage marriages in a community that was vexed by the problem was not considered arbitrary and unreasonable, all points of appeal upon consideration were overruled; and the judgment of the trial court was affirmed, further supporting the legal principle that school boards have the power to take action which will expedite the efficient operation of the public schools as long as the action is not arbitrary, capricious, or unreasonable.<sup>66</sup>

In Ohio ex rel. Baker v. Stevenson the validity of prohibiting married students from participation in extracurricular activities was questioned. "The rule was attacked as being arbitrary, unreasonable, discriminatory, and against the public policy of the state in that it penalized marriage."<sup>67</sup> Evidence was submitted to the court by school authorities to show that the rule was enacted to prevent married students from dropping out of school and that the board "had adopted the rule upon the recommendation of various groups and individuals who had studied the 'moral problem' as it appeared in the high schools of the city."<sup>68</sup> The Court of Common Pleas of Ohio declared the rule valid because of the adverse example married athletes would set for their unmarried classmates, and the court also stated, "Any policy

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<sup>64</sup>Ibid., p. 61.

<sup>65</sup>Ibid.

<sup>66</sup>Ibid., p. 62.

<sup>67</sup>Ibid., p. 64.

<sup>68</sup>Ibid., p. 65.



which is directed toward making juvenile marriages unpopular and to be avoided should have the general public's whole-hearted approval and support."<sup>69</sup>

Starkey v. Board of Education of Davis County School

District was brought before the Supreme Court of Utah and the court stated:

The school rule which permitted pupils already married to participate in extracurricular activities but barred pupils marrying after the adoption of the regulation from such participation was within the authority of school officials to enforce.<sup>70</sup>

Flowers and Bolmeier add:

The court, recognizing that large numbers of pupils drop out of school before finishing high school and that pupils who marry accept additional responsibilities not conducive to finishing school, pointed out to the plaintiff that he had a constitutional right to attend school and to get married as he claimed. The court continued: 'But he has no 'right' to compel the Board of Education to exercise its discretion to his personal advantage so he can participate in the named activities.'<sup>71</sup>

The four court decisions, as reported in this chapter, were checked for validity in the law library of the Denholm and Erickson Law Offices, Brookings, South Dakota. It was found that these four cases were also stated in an annotation on "Marriage or Pregnancy of Public School Students as Grounds for Expulsion or Exclusion,

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<sup>69</sup>Ibid.

<sup>70</sup>Ibid., p. 66.

<sup>71</sup>Ibid., p. 65.

or of Restriction of Activities."<sup>72</sup> The information obtained from Flowers and Bolmeier was also substantiated by the literature obtained from the Denholm and Erickson law-office source.<sup>73</sup> In searching for cases of legality it was found that:

Regulations restricting the right of married students to engage in extracurricular activities have been sustained in several cases as within the power of school authorities to maintain discipline and regulate school activities. The action of the authorities has usually been regarded as a reasonable policy designed to discourage student marriages and so curb dropouts, and also as having a tendency to preserve existing marriages by avoiding the distractions of time consuming school activities.<sup>74</sup>

In Green vs. The Waterloo School Board a District Court in the State of Iowa ruled that the school district could not prohibit a boy from participation in interscholastic athletics because of his marital status. The Supreme Court of the State of Iowa overruled the District Court's decision. This ruling by the Supreme Court upheld the right of local school boards to formulate policies which prohibit the married athlete from competition in interscholastic athletics on the secondary level in the State of Iowa.<sup>75</sup>

In summary, the literature indicates that boards of education may adopt rules which are necessary in the operation of an efficient

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<sup>72</sup>11 ALR 3d (Rochester, New York: The Lawyers Co-operating Publishing Company; San Francisco: Bancroft-Whitney Company, 1967), pp. 996-99.

<sup>73</sup>Ibid.

<sup>74</sup>Ibid.

<sup>75</sup>Bernie Saggau, personal letter, October 11, 1968.

school system. These rules, however, must not conflict with existing statutes or "in the case where their actions prove to be unreasonable, arbitrary, and capricious".<sup>76</sup> However, it should be noted that not all courts or legal authorities are in agreement as to the legality of restricting a student from participation in interscholastic athletics because of marital status. In each case cited the court's rule was applied to the particular person in question and not to married students in general. "It remains to be seen whether school boards can legally limit participation of pupils in any activity of the school solely on the basis of marital status."<sup>77</sup>

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<sup>76</sup>Flowers and Bolmeier, op. cit., p. 66.

<sup>77</sup>Ibid.

## CHAPTER III

## PROCEDURE

The purpose of this study was to determine the status of the married athlete as it pertains to his participation in interscholastic athletics on the secondary level in South Dakota and to offer meaningful information for formulating a fair policy concerning the married student athlete.

To achieve these purposes, the writer investigated the following areas: married students and their secondary education, marriage statistics, the value of athletics, the role of extracurricular activities in secondary education, and the authority of school boards to exclude married pupils from participation in extracurricular activities.

The survey method utilizing the questionnaire technique was employed in conducting the study. Scott states that the general purposes of the survey are to reveal current conditions, to point up the acceptability of the status quo, and to show the need for changes.<sup>1</sup>

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<sup>1</sup>Gladys M. Scott, Research Methods in Health, Physical Education and Recreation (New York: Harper and Brothers Company, 1967), p. 253.

Good and Scates state that the versatility of the questionnaire and the freshness of its returns render it an indispensable instrument for securing current information.<sup>2</sup>

In preparing the first draft of the questionnaire for administrators of secondary schools in the State of South Dakota and the first draft of the questionnaire for guidance counselors, the writer conferred with administrators, teachers, guidance counselors, coaches, and lawyers as to the feasibility of the study and for their suggestions. The first draft of the questionnaires was then formulated. The writer consulted with his advisor, a staff member of the Health, Physical Education, and Recreation Department of South Dakota State University, Brookings, South Dakota, the Psychology Department, the Guidance Counselor Education Department, the Journalism Department, and the University Statistician for additions, corrections, and deletions.

The second draft of the questionnaire for the administrators of South Dakota was submitted to a graduate class of fourteen physical educators who had teaching experience on the secondary level. The questionnaire was administered to selected physical educators for the purpose of determining reliability and clarity. The suggestions and corrections of these people were also used in formulating the final draft of the questionnaire. The final draft

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<sup>2</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton Century and Crofts, Inc., 1954), p. 614.

was again presented to his advisor for acceptance. A copy of the questionnaire appears in Appendix A.

A combination letter of transmittal and sponsorship (Appendix B) was prepared. This letter and the corresponding questionnaire were mailed September 24, 1968, to 223 administrators of secondary schools in the State of South Dakota. This figure represents all secondary schools that participate in interscholastic athletics and are member schools of the South Dakota High School Activities Association. Included was a self-addressed envelope for the return of the completed questionnaire. All subjects were urged to return the completed questionnaire by October 14, 1968. On October 19, 1968, a follow-up letter (Appendix B) was mailed to all administrators who had not returned the questionnaire in an effort to secure a greater return. A personal letter was sent to the six remaining schools that did not reply to the follow-up letter.

The questionnaire was drafted for directors of state athletic associations of all fifty states. The writer consulted with his advisor and a staff member of the Health, Physical Education, and Recreation Department of South Dakota State University, Brookings, South Dakota, for corrections, deletions, and additions. The final copy of this questionnaire may be found in Appendix C. Further reference to activity directors of state athletic associations or executive secretaries of state high school activities associations will be referred to as state directors of athletics.

A combination letter of transmittal and sponsorship (Appendix C) was prepared for the state directors of athletic associations. This letter and the corresponding questionnaire was mailed October 4, 1968, to directors of state athletic associations in all fifty states of the United States. All subjects were urged to return the completed questionnaire by October 17, 1968. On October 19, 1968, the original letter and questionnaire (Appendix C) was again mailed to all directors who had not returned the questionnaire in an effort to secure a greater return.

The questionnaire for guidance counselors was constructed employing the same technique as used in formulating the questionnaire for administrators. In the returns received from the questionnaire returned by the administrators in the State of South Dakota the most often repeated comments of these administrators were incorporated into the guidance counselor questionnaire. The questionnaire was presented to the writer's advisor and the chairman of the Guidance Counselor Education Department, South Dakota State University, Brookings, South Dakota, for corrections, deletions, and additions. The final draft of the questionnaire is found in Appendix D.

With the sponsorship of the Guidance Counselor Education Department of South Dakota State University, Brookings, South Dakota, the guidance counselor's questionnaire (Appendix D) was presented to sixty-seven guidance counselors attending the Ninth Annual Guidance

Conference at South Dakota State University, Brookings, South Dakota, on October 5, 1968. The counselors were from secondary schools in the states of South Dakota, Minnesota, Iowa, and Nebraska.

## I. SUMMARY OF THE RETURNS

Of the 223 questionnaires sent out to administrators of secondary schools that are members of the South Dakota High School Activities Association and participate in interscholastic athletics, 221, or 99.10 percent, were completed and returned.

Of the fifty questionnaires sent out to the state directors of athletic associations, fifty, or 100 percent, were completed and returned.

Of the sixty-seven questionnaires presented to guidance counselors at the Ninth Annual Guidance Counselor Conference, sixty-seven, or 100 percent, were completed and returned.



## CHAPTER IV

### ANALYSIS AND DISCUSSION OF RESULTS

The purpose of the study was to determine the status of the married athlete as it pertains to his participation in interscholastic athletics on the secondary level in South Dakota and to provide meaningful information to aid in the formulating of a fair policy concerning the married student-athlete. Chapter IV presents the statistical analysis of the data obtained by use of the questionnaire and discussion of these statistics as they pertain to the purpose.

#### I. ORGANIZATION OF THE DATA FOR ANALYSIS

The data obtained from the surveys are reported in table form revealing the number of answering respondents and the percentage of those reports as it pertains to the total reporting population. The statistical results of each table and the implications of the results are discussed following each table.

#### II. FINDINGS

Data obtained from administrators. A questionnaire was mailed to administrators of all secondary schools which compete in interscholastic athletics and are members of the South Dakota High School Activities Association in the state of South Dakota. Two

hundred twenty-one schools of the two hundred twenty-three schools surveyed returned the questionnaire.

Table I represents an information question seeking to establish the status of the married athlete in the secondary schools in South Dakota. Administrators were asked to reveal the policy concerning married athletes as it pertains to the secondary school system they administer.

TABLE I

THE STATUS OF THE MARRIED ATHLETE CONCERNING HIS PARTICIPATION  
IN INTERSCHOLASTIC ATHLETICS IN THE SECONDARY SCHOOL SYSTEMS OF  
SOUTH DAKOTA

Statement	Number reporting	Percent of reports
May participate in interscholastic athletics	38	17.20
May not participate in interscholastic athletics	94	42.53
No policy concerning participation in interscholastic athletics	89	40.27
Total number of schools reporting	221	100.00

Data are from administrators of secondary schools in South Dakota responses to questionnaire.

Comments of administrators may be found in Appendix E.

The large percentage of returns from the questionnaire (99.1) makes it possible to establish the status of the married athlete

concerning his participation in interscholastic athletics in the State of South Dakota.

Thirty-eight, or 17.20 percent, of the secondary schools in the State of South Dakota have a policy which states that the married athlete may participate in interscholastic athletics. Ninety-four, or 42.53 percent, of the secondary schools in the State of South Dakota have a policy which states that the married athlete may not participate in interscholastic athletics. Eighty-nine, or 40.27 percent, of the secondary schools have no policy concerning the married athlete's participation in interscholastic athletics on the secondary level.

There are more secondary schools (94, or 42.53 percent) in the State of South Dakota that have rulings prohibiting the married athlete from participation in interscholastic athletics than those schools having policies allowing such participation (38 or 17.20 percent). However, 89, or 40.27 percent, of the schools have no policy concerning the married athlete and his participation in athletics.

An administrator of a school system which prohibits the married athlete's participation in interscholastic athletics commented, "This is a good rule. If the parents do not bring these students up to the standard, then I feel that the school should." Another administrator whose school system had a similar rule prohibiting participation of the married athlete in interscholastic athletics commented, "As superintendent, I do not agree that policies

should be formulated punishing married students. We live with the Board Rule!" Another administrator commented, "Our board will not commit themselves--therefore, it would be a matter of discretion at the time."

An opinion question was presented to administrators (Table II) as to where they felt the decision concerning the married athlete's participation in interscholastic athletics should be formulated.

TABLE II

WHERE DO YOU FEEL THE DECISION CONCERNING THE MARRIED ATHLETE  
PARTICIPATING IN INTERSCHOLASTIC ATHLETICS  
SHOULD BE FORMULATED?

Statement	Number reporting	Percent of reports
South Dakota Activities Association	95	40.42
Local School Board	117	49.79
Others*	12	5.11
No opinion	11	4.68
Total number of responses	235	100.00

\*Others may be found in Appendix G.

Data are from administrators of secondary schools in South Dakota responses to questionnaire.

Comments of administrators may be found in Appendix F.

One hundred seventeen, or 49.79 percent, of the administrators surveyed felt that the policy concerning the married athlete should be formulated on the local level by the school boards. Comments such as "I think we need local control" were prevalent by those expressing this opinion. Ninety-five, or 40.42 percent, of the administrators surveyed felt that the South Dakota High School Activities Association should make the decision concerning the married athlete's participation in interscholastic athletics. Comments such as "It should become standard throughout the state" and "I think it should be an established policy for the entire state" were prevalent among this group. Eleven, or 4.68 percent, of the administrators had no opinion on the question and twelve, or 5.11 percent, named other areas where they thought the decision on the question should be formulated. (Appendix G.)

Appendix F contains additional comments of the administrators concerning the questions and would be valuable in further understanding the responses of the administrators who answered the questionnaire.

Table III presents the views of administrators as to the type of rule they would prefer concerning the married athlete in the school system in which they have administrative responsibilities.

TABLE III

I WOULD PREFER TO BE AN ADMINISTRATOR IN A SCHOOL  
SYSTEM WHERE THE MARRIED ATHLETE:

Statement	Number reporting	Percent of reports
May participate in interscholastic athletics	75	35.72
May not participate in interscholastic athletics	107	50.95
No opinion	28	13.33
Total number of responses	210	100.00

Data are from administrators of secondary schools in South  
Dakota responses to questionnaire.  
Comments of administrators may be found in Appendix H.

One hundred seven, or 50.95 percent, of the administrators  
answering the question stated that they preferred to be an ad-  
ministrator in a school system where the married athlete may not  
participate in interscholastic athletics. Seventy-five, or 35.72  
percent, of the administrators answering the question said that  
they preferred to be administrators in a school system in which the  
married athlete may participate in interscholastic athletics, and  
twenty-eight, or 13.33 percent, expressed no opinion.

The comments of the administrators concerning their opinion  
on the question presented in Table III may be found in Appendix H.

Data obtained from guidance counselors. Guidance counselors from a four-state area attending the Guidance Counselor Conference at South Dakota State University, Brookings, South Dakota, were surveyed as to their feelings concerning the married athlete's participation in interscholastic athletics and implications of such participation. Because of their specific training in the area of counseling young people and in dealing with the entire student body in a personal contact position, these counselors' opinions represent a distinct yet integral part of the school system which is not generally representative of the administrative point of view.

TABLE IV

WHERE DO YOU FEEL THE DECISION CONCERNING THE MARRIED ATHLETE PARTICIPATING IN INTERSCHOLASTIC ATHLETICS SHOULD BE FORMULATED?

Statement	Number reporting	Percent of reports
South Dakota Activities Association	34	61.82
Local School Board	14	25.45
Others*	6	10.91
No opinion	1	1.82
Total number of responses	55	100.00

\*Others may be found in Appendix I.

Data are from guidance counselors of secondary schools in South Dakota, Minnesota, Iowa and Nebraska responses to questionnaire.

Comments of guidance counselors may be found in Appendix I.

The guidance counselors surveyed felt that the South Dakota High School Activities Association should formulate the policy concerning the married athlete's participation in interscholastic athletics on the secondary level. Thirty-four, or 61.82 percent, favored this action. Fourteen, or 25.45 percent, felt that the school board should make the decision, and six counselors had other areas designated as the decision-making body they preferred for formulating the policy. Only those guidance counselors from the State of South Dakota answered the question expressed in Table IV.

Table V represents the opinion of guidance counselors as to the type of school system they would prefer concerning the participation of the married athlete in interscholastic athletics.

TABLE V

AS A GUIDANCE COUNSELOR I WOULD PREFER TO WORK  
IN A SCHOOL SYSTEM WHERE THE MARRIED ATHLETE:

Statement	Number reporting	Percent of reports
May participate in interscholastic athletics	56	83.58
May not participate in interscholastic athletics	5	7.46
No opinion	6	8.96
Total number of responses	67	100.00

Data are from guidance counselors of secondary schools in South Dakota, Minnesota, Iowa and Nebraska responses to questionnaire.

Comments of guidance counselors may be found in Appendix J.



The 83.58 percent of guidance counselors in favor of participation by the married athlete in interscholastic athletics was the largest single percentage of respondents who were in agreement on any question in the total survey. This percentage was a strong indication that a large majority of guidance counselors who answered the questionnaire were in favor of the married athlete's participation in interscholastic athletics on the secondary level.

Table VI is concerned with the possibility that the married athlete may or may not influence other students within the school system to marry while in high school.

TABLE VI

THE MARRIED ATHLETE'S PARTICIPATION IN  
INTERSCHOLASTIC ATHLETICS MAY:

Statement	Number reporting	Percent of reports
Influence other students to marry while in high school	6	8.96
Influence other students not to marry while in high school	8	11.94
Have no particular influence on students concerning marriage while in high school	49	73.13
Others*	4	5.97
Total number of responses	67	100.00

\*Others may be found in Appendix K.

Data are from guidance counselors of secondary schools in South Dakota, Minnesota, Iowa and Nebraska responses to questionnaire.

Comments of guidance counselors may be found in Appendix K.

The guidance counselors surveyed by the questionnaire did not feel that the married athlete particularly influenced his classmates in any manner regarding their early marriage while in high school. Forty-nine, or 73.13 percent, of the counselors indicated that the married athlete had no particular influence on his classmates concerning marriage while in high school.

Table VII is concerned with rulings which prohibit the married student from participating in interscholastic athletics.

TABLE VII

MOST RULINGS PROHIBITING THE MARRIED ATHLETE FROM PARTICIPATION IN INTERSCHOLASTIC ATHLETICS ARE:

Statement	Number reporting	Percent of reports
Punitive (aiming at punishment)	41	62.12
In his best interest as a married student	2	3.03
For the best interest of other students in the school	20	30.30
Others*	3	4.55
Total number of responses	67	100.00

\*Others may be found in Appendix L.

Data are from guidance counselors of secondary schools in South Dakota, Minnesota, Iowa and Nebraska responses to questionnaire.

Comments of guidance counselors may be found in Appendix L.

Forty-one, or 62.12 percent, of those counselors answering the question felt that most rulings prohibiting the married athlete from participation in interscholastic athletics were punitive to the athlete involved in such rulings. Twenty, or 30.30 percent, of the counselors surveyed felt that most rulings against married student's participation were made in the best interest of the other students in the school. Only two, or 3.03 percent, of the counselors felt that such rulings were in the best interest of the married athlete.

Table VIII indicated the guidance counselors' view as to what effect the prohibiting of athletic participation in interscholastic athletics would have on the married athlete who wished to participate in such activities.

TABLE VIII

BY NOT ALLOWING THE MARRIED ATHLETE TO PARTICIPATE  
IN INTERSCHOLASTIC ATHLETICS, SUCH ACTION:

Statement	Number reporting	Percent of reports
Encourages his remaining in school	4	5.97
Discourages his remaining in school	52	77.61
Has no effect on his remaining in school	10	14.93
Others*	1	1.49
Total number of responses	67	100.00

\*Others may be found in Appendix M.

Data are from guidance counselors of secondary schools in South Dakota, Minnesota, Iowa and Nebraska responses to questionnaire.

Comments of guidance counselors may be found in Appendix M.

Fifty-two, or 77.61 percent, of the guidance counselors taking part in the questionnaire indicated that by not allowing the married athlete to participate in interscholastic athletics such action would discourage his remaining in school. Only four, or 5.97 percent, of the guidance counselors surveyed indicated that such restrictive action would encourage the married athlete to remain in school. Ten, or 14.93 percent, of the counselors felt that athletic participation was not of any value or had any effect on his remaining in school.

Data obtained from state directors of athletics. Table IX indicates the responses of state athletic directors or executive secretaries of state high school activities association as to the policies concerning the status of the married athlete concerning his participation in interscholastic athletics in each of the fifty states.

TABLE IX

THE STATUS OF THE MARRIED ATHLETE CONCERNING HIS  
PARTICIPATION IN INTERSCHOLASTIC ATHLETICS  
BY STATE ASSOCIATION

State Association	May by state rule participate	May not by state rule participate	No policy on state level	Local school board sets policy
Alabama			x	
Alaska			x	x
Arizona	x			
Arkansas	x			
California	x			
Colorado			x	x
Connecticut			x	x
Delaware	x		x	
Florida				x
Georgia	x			
Hawaii			x	
Idaho			x	x
Illinois	x			x
Indiana		x		
Iowa*			x	x
Kansas				x
Kentucky	x		x	
Louisiana			x	x
Maine			x	x
Maryland				x
Massachusetts				x
Michigan				x
Minnesota	x			

TABLE IX (Cont.)

State Association	May by state rule participate	May not by state rule participate	No policy on state level	Local school board sets policy
Mississippi			x	x
Missouri			x	x
Montana			x	x
Nebraska			x	x
Nevada			x	x
New Hampshire	x		x	
New Jersey			x	
New Mexico	x			x
New York			x	x
North Carolina	x			x
North Dakota				x
Ohio			x	x
Oklahoma	x			
Oregon	x		x	x
Pennsylvania			x	x
Rhode Island	x			
South Carolina		x		
South Dakota	x		x	x
Tennessee	x			x
Texas	x		x	x
Utah			x	x
Vermont			x	x
Virginia			x	x
Washington			x	
West Virginia			x	
Wisconsin - Conduct Rule - Requires school to take disciplinary action				
Wyoming			x	x

\*Letter from Executive Secretary of Iowa State High School Activities Association may be found in Appendix N.

Data are from State Athletic Directors or Executive Secretaries of State High School Activities Associations responses to questionnaire.

Table X is a summary of the responses presented in Table IX by the state directors of athletics concerning the status of the married athlete as it pertains to his participation in interscholastic athletics in their respective states.

TABLE X

SUMMARY OF THE RESPONSES OF STATE DIRECTORS AS  
PRESENTED IN TABLE IX

Statement	Number reporting	Percent of reports
May by state rule participate in interscholastic athletics	17	20.73
May not by state rule participate in interscholastic athletics	2	2.44
No policy on state level	30	36.58
Local school board sets policy	32	39.03
Others*	1	1.22
Total number of responses.**	82	100.00

\*Others-Wisconsin Conduct Rule - requires school to take disciplinary action.

Data are from State Athletic Directors or Executive Secretaries of State High School Activities Associations responses to questionnaire.

\*\*The total number of State Directors surveyed was 50, however the number of responses was 82 due to the type of questionnaire in which more than one response was possible to the question.

Seventeen, or 20.73 percent, of the state associations have a policy which permits the married athlete to participate in interscholastic athletics. It should be noted that this policy is not necessarily binding on the local school districts of these states as the absence of a policy from a state activity association often means the lack of any rule not necessarily the presence of a positive ruling for participation. When there is no ruling against the married athlete's participation in interscholastic athletics, he may participate with state association sanction unless there is a ruling prohibiting his participation by the local school board.

Two, or 2.44 percent, of the states have a policy that prohibits the married athlete from participating in interscholastic athletics on the secondary level in those states.

Thirty, or 36.58 percent, of the states have no policy concerning the participation of the married athlete in interscholastic athletics on the secondary level. In thirty-two, or 39.03, percent, of the states the local school boards have the authority to enact rules concerning the participation of married athletes in interscholastic athletics for the local high schools.

In summary, forty-seven, or 94 percent, of the fifty states do not restrict participation of married athletes in interscholastic athletics. Three, or 6 percent, of the fifty states do have a policy which prohibits the married athlete from participation in interscholastic athletics on the secondary level.



Table XI expresses the opinions of state directors of athletics or executive secretaries of state activities associations as to where they would prefer the policy concerning participation by married students in interscholastic athletics to be formulated.

TABLE XI

I WOULD PREFER THE POLICY CONCERNING PARTICIPATION BY THE  
MARRIED ATHLETE IN INTERSCHOLASTIC ATHLETICS TO BE  
FORMULATED BY:

Statement	Number reporting	Percent of reports
State Activities Association	16	34.04
Local School Board	28	59.58
Others*	3	6.38
Total number of responses	47	100.00

Data are from state athletic directors or executive secretaries of state high school activities associations responses to questionnaire.

The majority of state directors (59.58 percent) answering the question preferred that the local school board formulate the policy concerning the married athlete's participation in interscholastic athletics. Sixteen, or 34.04 percent, of the state directors answering the question preferred the state activities association to formulate the policy. Three directors chose "others" that they preferred to formulate the policy.

Table XII expresses the opinions of state directors of athletics or executive secretaries of state activities associations as to the type of policy they would prefer a school system to enact concerning the married athlete's participation in interscholastic athletics.

TABLE XII

I WOULD PREFER A SCHOOL SYSTEM  
IN WHICH THE MARRIED ATHLETE:

Statement	Number reporting	Percent of reports
May participate in interscholastic athletics	21	52.50
May not participate in interscholastic athletics	14	35.00
Others	5	12.50
Total number of responses	40	100.00

Data are from state athletic directors or executive secretaries of state high school activities associations responses to questionnaire.

More than half (52.50 percent) of the state directors answering the question preferred a school system in which the married athlete may participate in interscholastic athletics. Fourteen, or 35 percent, of the state directors indicated that they preferred a school system in which the married athlete may not

participate in interscholastic athletics, and five directors chose "others". Ten directors chose not to express their opinions.

## CHAPTER V

### INFORMATION FOR FORMULATING A FAIR POLICY CONCERNING THE MARRIED STUDENT-ATHLETE AS IT PERTAINS TO HIS PARTICIPATION IN INTERSCHOLASTIC ATHLETICS ON THE SECONDARY LEVEL

Chapter V presents meaningful information for the formulation of a fair policy concerning the married student-athlete and his participation in athletics on the secondary level. Meaningful data were obtained from a review of the literature, a survey of state athletic directors of the fifty states, a survey of administrators of secondary schools in South Dakota and a survey presented to guidance counselors attending a Guidance Counselor Conference at South Dakota State University, Brookings, South Dakota.

#### I. DATA FROM REVIEW OF THE LITERATURE

A survey of the literature as presented in Chapter II will provide meaningful information pertaining to the formation of a fair policy concerning the married student-athlete's participation in interscholastic athletics.

The following information from the review of the literature is, in the opinion of the writer, meaningful and helpful in formulating a fair policy concerning the married student-athlete:

1. There is a trend in the United States towards the increase of teen-age marriages. Young people are marrying at an earlier age today than they did in the past.

2. The rate of failure for teen-age marriages is greater than of those who marry at a later age. The school system must show more knowledge and understanding of the young married student's needs if the school system is to help teen-age marriages to succeed.

3. Punitive policies by secondary schools will not reduce the increasing number of teen-age marriages.

4. Early marriage is one of the major reasons for students dropping out of school.

5. Many students who drop out of school are those students who did not or were not allowed to participate in extracurricular activities.

6. The school system must be aware of the student's needs as an individual and provide broad and meaningful experiences in order to aid in the total development of each student to his highest potential.

7. Activity programs provide basic educational needs and should not be considered as extra-class or as being outside the academic program of the school.

8. The participation of the student in activity programs provides the student with a more complete and balanced education.

9. Activity programs often are encumbered with many restrictions and regulations that limit participation to a select group of students and often such restrictions prohibit participation to those students who are in need of such a program.

10. Activity programs are the most conducive part of the school curriculum in providing an opportunity for behavioral change and personality development.

11. Activity programs provide a means for the student to express his own thoughts and to show individual initiative.

12. As a part of the activity program athletics have been found to provide meaningful experiences for development of a sound personality and help to develop constructive values. These values are applicable to life long after the athletic experiences have been completed.

13. Athletics provide experiences which help the participant to develop self identification and group identification, factors which are necessary for the maintenance of good mental health.

14. Legal cases have been fought in the courts over the right of schools to restrict participation in athletics on the secondary level because of marital status.

15. Boards of education may adopt rules that are necessary in the operation of an efficient school system; however, these rules must not conflict with existing statutes or be unreasonable, arbitrary nor capricious.

## II. DATA OBTAINED FROM STATE ATHLETIC DIRECTORS

The following information from the survey of state athletic directors in the fifty states is, in the opinion of the writer, meaningful and helpful in formulating a fair policy concerning the married-athlete:

1. Forty-seven, or 94 percent, of the fifty states do not have any policy which would prohibit the married athlete from participation in interscholastic athletics.

2. Three states of the fifty states have state policies which prohibit the married athlete from interscholastic athletic competition.

3. The State of South Dakota has no policy that would prohibit athletic competition in interscholastic athletics by the married athlete.

4. The majority of state athletic directors (52.50 percent) prefer a policy that permits the married athlete to participate in interscholastic athletics.

5. Thirty-five percent of the state athletic directors indicated they preferred a school system that prohibited married athletes from participation in sports.

6. The local school board was the choice of most state directors (59.57 percent) as the policy making body they preferred.

7. Thirty-four percent of the state athletic directors indicated that they preferred the state high school activities

association as the policy-making body concerning the married athlete's participation in interscholastic athletics.

### III. DATA OBTAINED FROM ADMINISTRATORS OF SECONDARY SCHOOLS IN THE STATE OF SOUTH DAKOTA

The following information from the survey of administrators of secondary schools in the State of South Dakota is, in the opinion of the writer, meaningful and helpful in formulating a fair policy concerning the married-athlete:

1. The administrators favored the local school board over the South Dakota High School Activities Association, 117 to 95, as the body which should set policy concerning the married athlete's participation in interscholastic athletics in South Dakota.

2. The administrators (50.95 percent) preferred a school system's prohibiting the married athlete's participation in interscholastic athletics in South Dakota.

3. Thirty-five percent of the administrators favor participation by the married athlete in interscholastic athletics, and 13.33 percent of the administrators had no opinion. These two groups total 49.04 percent of the total returns.



#### IV. DATA OBTAINED FROM GUIDANCE COUNSELORS

The following information from the survey of guidance counselors attending the Guidance Counselors Conference, South Dakota State University, Brookings, South Dakota, is, in the opinion of the writer, meaningful and helpful in formulating a fair policy concerning the married-athlete:

1. The guidance counselors preferred the South Dakota High School Activities Association over the local school board, 61.82 percent to 25.45 percent, as the policy making body concerning the participation of the married student-athlete in interscholastic athletics.

2. The data indicated that guidance counselors strongly (83.58 percent) prefer a school system in which the married athlete may participate in interscholastic athletics.

3. Guidance counselors (73.13 percent) indicated that participation by the married athlete in interscholastic athletics would have no particular influence on his fellow classmates concerning marriage while in high school.

4. The data revealed that guidance counselors (62.12 percent) feel that most rulings prohibiting the married athlete from participation in interscholastic athletics are punitive (aiming at punishment). However, many counselors indicated that the action, though punitive, was often formulated with the intention of "being in the best interest" of other students in the school.

## CHAPTER VI

### SUMMARY OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

#### I. THE PROBLEM

The purpose of this study was to determine the status of the married athlete as it pertains to his participation in interscholastic athletics on the secondary level in South Dakota and to offer meaningful information for formulating a fair policy concerning the married student-athlete.

#### II. SOURCE OF DATA

Subjects who participated in this study were administrators of secondary schools in all school districts that participate in interscholastic athletics in the State of South Dakota; guidance counselors from South Dakota, Nebraska, Minnesota and Iowa, attending a Guidance Counselor Conference at South Dakota State University, Brookings, South Dakota; commissioners, athletic directors or executive secretaries of state high school athletic associations in all fifty states of the United States. The data on the questionnaire were tabulated and the information was placed in table form, revealing the number of answering respondents and the percentage of those reports as it pertains to the total reporting population. The statistical results of each table and the explanation of these results were discussed following each table. The more detailed

statistical presentation of the data appears previously in Chapter IV. Chapter V presents meaningful information for formulating a fair policy concerning the married student-athlete as it pertains to his participation in interscholastic athletics on the secondary level. Chapter VI is limited to a summary of the findings and implications of these results as they pertain to the study.

### III. SUMMARY OF FINDINGS AND IMPLICATIONS

1. The data reveal that forty-seven states (94 percent) do not have a policy which would prohibit the married athlete from participation in interscholastic athletics on the secondary level. Three states (6 percent) do have policies which prohibit the married athlete from participation in interscholastic athletics. Therefore in the vast majority of states (47 of the 50 states) there are no state policies which would prohibit the married athlete from participating in interscholastic athletics on the secondary level.

2. The South Dakota High School Activities Association has no policy concerning the participation of married students in interscholastic athletics. With the absence of such a ruling the married athlete may participate in interscholastic athletics subject to the approval of the local school board.

3. A substantial percentage (42.53 percent) of the secondary schools in South Dakota prohibit the married student-athlete from participation in interscholastic athletics. However, 17.19 percent of the secondary schools in South Dakota do permit the married

athlete to participate in interscholastic athletics if he meets the other eligibility requirements of the school, and 40.27 percent of the secondary schools in the State of South Dakota have no policy concerning the married athlete's participation in athletics. This information indicates that there is disagreement among the school districts of the State of South Dakota concerning what the policy should be regarding the married athlete and his participation in interscholastic athletics on the secondary level. Many schools in the State of South Dakota (40.27 percent) do not have any policy concerning the participation of married athletes in interscholastic athletics and will, in all probability, be formulating a policy in the near future.

4. The data indicated that administrators of secondary schools in South Dakota (49.79 percent) prefer that the local school board be the policy-making body concerning the married athlete's participation in interscholastic athletics. A large minority (40.42 percent) would prefer the State Activity Association to formulate such a policy so that the policy would be the same throughout the state. The information indicates that there is considerable disagreement among administrators in South Dakota as to what body should formulate a policy concerning the participation of the married athlete in interscholastic athletics on the secondary level. Most administrators in South Dakota (49.79 percent) are in favor of local control in policy making; many administrators (40.42 percent) favor the South

Dakota Activities Association as the policy-making body because the policy established by this body would be binding on all schools throughout the state.

5. The data revealed that 50.95 percent of the administrators of secondary schools in the State of South Dakota prefer to administer school systems that prohibit the married athlete from participation in interscholastic athletics. However, 35.71 percent of the administrators prefer to administer school systems that permit the married athlete to participate in interscholastic athletics on the secondary level. This information indicates that there is considerable disagreement among the administrators of secondary schools in South Dakota concerning what the policy should be in considering the married athlete's participation in interscholastic athletics in the schools they administer.

6. Guidance counselors responding to the questionnaire indicated that they prefer the policy concerning the married athlete participating in interscholastic athletics to be formulated by the South Dakota Activities Association. Guidance counselors indicating this preference often did so because they felt that the South Dakota High School Activities Association would be more fair in establishing the policy than the local school boards because the Activities Association would not be so emotionally involved in individual situations but rather rule on a policy which would reflect on all married athletes in general throughout the State of South Dakota.

7. The data indicated that guidance counselors overwhelmingly (83.58 percent) prefer a school system in which the married athlete may participate in interscholastic athletics.

8. Data obtained from guidance counselors indicated that 73.13 percent feel that participation by the married athlete in interscholastic athletics would have no particular influence on their fellow students concerning marriage while in high school.

9. The data revealed that guidance counselors feel that most rulings prohibiting the married athlete from participation in interscholastic athletics are punitive (aiming at punishment). However, many counselors indicated that the action, though punitive, is often formulated with the intention of being in the best interest of the other students in the school.

10. The data revealed that 77.61 percent of the guidance counselors feel that prohibiting a married athlete from participation in interscholastic athletics would discourage his remaining in school.

11. According to the review of literature there is a trend in the United States towards the increase of teen-age marriages. Young people are marrying at an earlier age today than they did in the past and that teen-age marriage is one of the major reasons for students' dropping out of school.

12. The literature indicated that the rate of failure for marriages of teen-agers is greater than for those who marry at a

later age. School personnel must have more knowledge and understanding of the young married student's needs if the school system is to help teen-age marriages to succeed. Literature on teen-age marriage indicated that punitive policies by secondary schools will not reduce the increasing number of teen-age marriages.

13. The literature indicated that many students who drop out of school are those students who did not or were not allowed to participate in extracurricular activities. The school system must be aware of the student's needs as an individual and provide broad and meaningful experiences in order to aid in the total development of each student to his highest potential. The participation of the student in activity programs provides the student with a more complete and balanced education.

14. Activity programs, according to the review of literature, provide basic educational needs and should not be considered as extra-class or as being outside the academic program of the school. Activity programs should be considered an integral part of the total curriculum of the school.

15. The review of literature indicated that activity programs are the most conducive part of the school curriculum in providing an opportunity for behavioral change and personality development. Activity programs provide a means for the student to express his own thoughts and to show individual initiative. As a part of the activity program, athletics have been found to provide meaningful

experiences for the development of a sound personality and help to develop constructive values. These values are applicable to life long after the athletic experiences have been completed. Athletics provide experiences which help the participant to develop self identification and group identification, factors which are necessary for the maintenance of good mental health.

16. The review of the literature indicated that legal cases have been fought in the courts over the right of schools to restrict participation in athletics on the secondary level because of marital status. Boards of education may adopt rules that are necessary in the operation of an efficient school system; however, these rules must not conflict with existing statutes or be unreasonable, arbitrary, nor capricious. There is complete agreement neither by legal authorities nor by all courts as to the legality of restricting participation of students in interscholastic athletics solely on the basis of marital status.

#### IV. RECOMMENDATIONS FOR FURTHER STUDY

1. A case study of married athletes in secondary schools to determine what effect his participation or non-participation had upon his (1) academic performance (2) school attendance (3) continued higher education (4) attitude toward the school (5) economic condition.



2. A longitudinal study of married athletes concerning the effects of participation or non-participation in interscholastic athletics upon the married athlete's success in marriage.

3. Expansion of the study as presented in this thesis to include all activities not just athletics, including both boys and girls.

4. A study of the classmates of married students in secondary schools concerning the effects of their association with married students upon their attitude toward marriage.

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## APPENDIX A

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the said Court, at the City of New York, this 1st day of January, 1964.

By the Court: \_\_\_\_\_

## APPENDIX B

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the said Court, at the City of New York, this 1st day of January, 1964.

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

## APPENDIX C

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the said Court, at the City of New York, this 1st day of January, 1964.

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

By the Court: \_\_\_\_\_

## APPENDIX A

INFORMATION CONCERNING THE STATUS OF THE MARRIED ATHLETE AS IT PERTAINS  
TO HIS PARTICIPATION IN INTERSCHOLASTIC ATHLETICS IN YOUR SCHOOL

DIRECTIONS: Please check the correct answer for each statement:

## STATEMENTS

A. The status of the married athlete concerning his participation in interscholastic athletics in our secondary school system is:

- \_\_\_\_ 1. May participate in interscholastic athletics
- \_\_\_\_ 2. May not participate in interscholastic athletics
- \_\_\_\_ 3. No policy concerning participation in interscholastic athletics

You may comment if you wish:

B. Where do you feel the decision concerning the married athlete participating in interscholastic athletics should be formulated?

- \_\_\_\_ 1. South Dakota Activities Association
- \_\_\_\_ 2. Local School Boards
- \_\_\_\_ 3. Others: \_\_\_\_\_
- \_\_\_\_ 4. No Opinion

You may comment if you wish:

C. I would prefer to be an administrator in a school system where the married athlete:

- \_\_\_\_ 1. May participate in interscholastic athletics
- \_\_\_\_ 2. May not participate in interscholastic athletics
- \_\_\_\_ 3. No Opinion

You may comment if you wish:

Do you wish a copy of the tabulated replies of this study? YES \_\_\_ NO \_\_\_

## APPENDIX B

South Dakota State University  
Brookings, South Dakota 57006  
College of Arts and Science  
September 23, 1968

Department of Physical Education and Recreation

Dear Sir:

As a graduate student in Health, Physical Education, and Recreation at South Dakota State University, Brookings, South Dakota, I am endeavoring to complete a study for the masters degree. My thesis title is "Selected Critical Issues and Implications Concerning the Status of the Married Athlete as it Pertains to his Participation in Inter-scholastic Athletics on the Secondary Level in South Dakota."

In an attempt to accomplish my objectives, I have prepared a questionnaire for each principal in all secondary schools in South Dakota.

I am seeking your assistance and it is my sincere hope that you, being a principal of a secondary school in South Dakota, will find time during your busy schedule to participate in this survey.

I would appreciate your answering and returning the questionnaire by October 14, 1968. A stamped self-addressed envelope is enclosed for your use. I can assure you that all information gathered from this questionnaire will be kept in strict confidence. No names or schools will be mentioned.

Sincerely yours,

Donald J. Hanson  
Graduate Student  
South Dakota State University

This thesis study has been approved by the Health, Physical Education and Recreation Department at South Dakota State University. I would appreciate any assistance you can give Mr. Hanson.

Stanley J. Marshall  
Director of Health, Physical  
Education, Recreation and  
Athletics  
South Dakota State University

October 18, 1968

Dear Sir:

Some time ago all principals of Secondary Schools in the State of South Dakota were mailed a questionnaire concerning the status of the married athlete in their school system. The questionnaires were to be completed and returned to me. To date, 85% of the schools in the state have returned the questionnaire.

Upon checking my records, I see that you have not returned the questionnaire and I am most hopeful that I may include your data in my study. If you have misplaced the original or did not receive one, please find another copy of the questionnaire enclosed to be completed by you.

The validity of my research is dependent on the percentages of returns that I receive. Therefore it is essential that all questionnaires be returned. Will you please take a few moments of your time and fill out the enclosed questionnaire? A self-addressed stamped envelope is enclosed for your convenience in mailing the questionnaire.

If your questionnaire is now in the mail, please disregard this letter. Thank you.

Sincerely yours,

Donald J. Hanson  
Grad Student  
Dept. of Health, Physical  
Education and Recreation  
South Dakota State University  
Brookings, South Dakota 57006

DJH:kfs

Enclosures



## APPENDIX C

South Dakota State University  
Brookings, South Dakota 57006  
College of Arts and Science  
October 4, 1968

Department of Physical Education and Recreation

Dear Sir:

As a graduate student in Physical Education at South Dakota State University, Brookings, South Dakota, I am endeavoring to complete a study for the masters degree. My thesis title is "The Status of the Married Athlete as it Pertains to his Participation in Inter-scholastic Athletics on the Secondary Level in South Dakota".

In an attempt to accomplish my objectives, I have prepared a questionnaire for the commissioners of State Activity Associations or State Directors of Athletics. To make this questionnaire meaningful for the survey respondent, I am seeking your assistance. It is my hope that you, being an expert in the field, will find time during your busy schedule to participate in this survey.

I would appreciate your answering and returning the questionnaire by October 17, 1968. A stamped self-addressed envelope is enclosed for your use. The information you provide will sincerely be appreciated; all data collected from you personally will be held confidential.

Sincerely yours,

Donald J. Hanson, Grad Student  
Dept. of Health, Physical Education  
and Recreation  
South Dakota State University  
Brookings, South Dakota 57006

This thesis study has been approved by the Health, Physical Education and Recreation Department at South Dakota State University. I would appreciate any assistance you can give Mr. Hanson.

Stanley J. Marshall  
Director of Health, Physical  
Education, Recreation and  
Athletics  
South Dakota State University

INFORMATION CONCERNING THE STATUS OF THE MARRIED ATHLETE AS IT PERTAINS  
TO HIS PARTICIPATION IN INTERSCHOLASTIC ATHLETICS IN YOUR STATE

DIRECTIONS: Please check the correct answer for each statement:

STATEMENTS

A. The status of the married athlete concerning his participation  
in interscholastic athletics in your state is:

- \_\_\_\_\_ 1. May by State Association regulation participate in interscholastic athletics
- \_\_\_\_\_ 2. May not by State Association regulation participate in interscholastic athletics
- \_\_\_\_\_ 3. There is no policy on the state level which pertains to married athletes participating in interscholastic athletics
- \_\_\_\_\_ 4. Participation determined by the local school boards
- \_\_\_\_\_ 5. Others \_\_\_\_\_

You may comment if you wish:

THE FOLLOWING QUESTIONS SOLICIT ONLY YOUR PERSONAL OPINION AND NEED NOT  
NECESSARILY REFLECT THE POLICY OF YOUR STATE ASSOCIATION

B. I prefer a policy concerning participation by the married athlete  
in interscholastic athletics formulated by which of the following:

- \_\_\_\_\_ 1. State Activities Association
- \_\_\_\_\_ 2. Local School Board
- \_\_\_\_\_ 3. Others \_\_\_\_\_

You may comment if you wish:

C. I would prefer a school system in which the married athlete:

- \_\_\_\_\_ 1. May participate in interscholastic athletics
- \_\_\_\_\_ 2. May not participate in interscholastic athletics
- \_\_\_\_\_ 3. Others \_\_\_\_\_

You may comment if you wish:

Do you wish a copy of the tabulated replies of this study? YES \_\_\_ NO \_\_\_

## APPENDIX D

INFORMATION CONCERNING THE STATUS OF THE MARRIED ATHLETE AS IT PERTAINS  
TO HIS PARTICIPATION IN INTERSCHOLASTIC ATHLETICS

DIRECTIONS: Please check the correct answer for each statement.

## STATEMENTS

A. Where do you feel the decision concerning the married athlete participating in interscholastic athletics should be formulated?

- ☐ 1. South Dakota Activities Association
- ☐ 2. Local School Board
- ☐ 3. Others \_\_\_\_\_
- ☐ 4. No Opinion

You may comment if you wish:

B. As a Guidance Counselor I would prefer to work in a school system where the married athlete:

- ☐ 1. May participate in interscholastic athletics
- ☐ 2. May not participate in interscholastic athletics
- ☐ 3. No Opinion

You may comment if you wish:

C. The married athletes participation in interscholastic athletics may:

- ☐ 1. Influence other students to marry while in high school
- ☐ 2. Influence other students not to marry while in high school
- ☐ 3. Have no particular influence on students concerning marriage while in high school
- ☐ 4. Others \_\_\_\_\_

You may comment if you wish:

D. Most rulings prohibiting the married athlete from participation in interscholastic athletics are:

- ☐ 1. Punitive (aiming at punishment)
- ☐ 2. In his best interest as a married student
- ☐ 3. For the best interest of other students in the school
- ☐ 4. Others \_\_\_\_\_

You may comment if you wish:

E. By not allowing the married athlete to participate in interscholastic athletics, such action

- ☐ 1. Encourages his remaining in school
- ☐ 2. Discourages his remaining in school
- ☐ 3. Has no effect on his remaining in school
- ☐ 4. Other \_\_\_\_\_

You may comment if you wish?

## APPENDIX E

COMMENTS CONCERNING "THE STATUS OF THE MARRIED ATHLETE AS IT PERTAINS  
TO HIS PARTICIPATION IN INTERSCHOLASTIC ATHLETICS IN YOUR SCHOOL"  
(TABLE I)

Quoted Comments of Administrators:

I have never run into this problem since I have been teaching so have not established a policy, however, I would not be in favor of married students participating in interscholastic athletics.

May not participate in interscholastic athletics nor in any activity representing the school. Our board adopted this policy 5 years ago.

Problems have arisen here, but no policy has been established. Most board members will shy away from a policy like this.

We feel that students should honor the special privilege of participating in extra curricular activities and when students get married prior to graduation they "indicate immaturity" and this they surrender the special privilege. I have discussed this with our more respected students and find them in agreement with this decision. The future???

At the secondary school level the married athlete has an obligation to his family before activities in school. Marriage for secondary students should be discouraged not encouraged.

Our board will not commit themselves--therefore, it would be a matter of discretion at the time.

Several years ago it was allowed. Problem has not presented itself lately. No written policy on file.

(May participate) Our Board and Administration was forced to formulate a policy on this this year.

He would probably be kept out of interscholastic competition, but as it is part of the P.E. program he would remain in the training.

We would allow him to play, if we allowed him in school.

We have had two or three that have. (Participated)

As superintendent, I do not agree that policies should be formulated punishing married students. We live with the Boards rule!

## APPENDIX F

## COMMENTS CONCERNING THE QUESTION "WHERE DO YOU FEEL THE DECISION CONCERNING THE MARRIED ATHLETE PARTICIPATING IN INTERSCHOLASTIC ATHLETICS SHOULD BE FORMULATED?" (TABLE II)

Quoted Comments of Administrators Favoring the South Dakota High School Activities Association formulating the policy:

There probably should be a uniform policy and letting the SDAA handle it would make it more a uniform policy than individual boards.

It would be uniform throughout the State and would cause fewer problems.

We should have uniformity.

Should be unision across the State so it takes the pressures off the local board because they do business with these parents.

The rule should be uniform throughout the state.

If the policy is made at the state level, all schools would have a uniform policy.

I wish the S.D.A.A. would set up state guide rule, like Minnesota has on school activities, I don't believe it is right for each school to set up their own rules. Example: If any student is caught smoking or drinking he is automatically suspended in Minnesota. In So. Dak. a lot of schools are ignoring this and pretend it is not going on.

It should be an established policy for the entire state.

All schools or none!!

This association should work with legal authorities-school boards-administrators, teachers and student organizations to get opinions and pass judgment on the issue. This should be renewed annually. The decision adhered to by all.

If not - too many boards, like ours, would never agree on anything.

There is considerable conflict of opinions in most communities, and I feel as long as eligibilities are set up by S.D.H.S.A.A. this should also be their job.

I believe the SDHAA should at least make a recommendation on this situation. Then Boards of education could refer to this when making their local policies.

Quoted Comments of Administrators Favoring the Local School Board Formulating the Policy:

The SDAA would take a lot of pressure off the community by making the decision. However, I think we need the local control.

In cooperation with the school superintendent and principal.

The board would know the facts of the case.

This is a problem of local community concern only. Many communities can and do tolerate this condition.

Local school boards have this power.

Gets to be a pretty personal thing. Actually the SDHSAA should probably make the decision in order to be fair to all. I am sure that, even now, if a boy knows he would not be able to participate; he just isn't going to get married until that season is over.

This depends on conditions under which the marriage was contracted.

The Activities Association should welcome a referendum to eliminate the married secondary school student from participation in activities of interscholastic nature.

Each student should be handled on individual merit.

I feel that many of the rules and regulations set forth by the Activities Association are too hard to interpret now, why add more?



## APPENDIX G

COMMENTS CONCERNING THE QUESTION "WHERE DO YOU FEEL THE DECISION  
CONCERNING THE MARRIED ATHLETE PARTICIPATING IN INTERSCHOLASTIC  
ATHLETICS SHOULD BE FORMULATED?" (TABLE II)Quoted Comments of Administrators Indicating "Others" on the  
Question:

Left to the opinion of school principal and coaches.

By school.

School Administrative level.

School Administrators and SDAA

Probably should have a uniform rule, but maybe the Activities Association is not the answer.

By the institution involved.

I'm not sure who should determine this.

Depends on the case.

By the married student.

Administration.

## APPENDIX H

COMMENTS CONCERNING THE STATEMENT "I WOULD PREFER TO BE AN ADMINIS-  
TRATOR IN A SCHOOL SYSTEM WHERE THE MARRIED ATHLETE"  
(TABLE III)

Quoted Comments of Administrators on their Feelings Concerning Par-  
ticipation by the married athlete in interscholastic athletics:

If the married students are allowed in the classroom, why not allow them all privileges of a single student. Married students must abide by all school rules and regulations.

I feel that the married student is not a true and clear part or representative of the school.

I feel it (may not participate) would be a deterrent to early marriage; I also believe in capital punishment!

I feel that the school should not deprive him of a full and wholesome married life.

I am sure that this is very detrimental to the smaller schools but if the school is big enough there is generally little effect to a squad. (May not participate) -- Very seldom have I seen married athletes do much for a squad in high school.

I feel that interscholastic as well as any extra curricular activity build student socially and morally which is not done in the classroom and I feel this is a part of the schools responsibility.

I am not convinced that ostracism is ever an answer.

Could participate if situation would lend itself to this participation.

I think each situation is different and find it difficult to say that an athlete should not participate.

Many times denying this right will cause students to drop out after marriage and we should discourage dropouts.

If the married boy is to be allowed to go to school, then I believe he should be allowed to participate. If being married carries enough stigma to deny him participation in athletics, then it should keep him out of school too.

I do not approve of H.S. people being married, but don't feel we are justified in eliminating their participation in athletics because of marital status.

I feel that those who marry prior to high school graduation indicate immaturity and thus privileges restricted because these usually have a bad influence on the other participants. True the troubled student needs extra help, but not at the cost of other students futures. Students should know exactly where they stand as school begins, then adhere to rules.

I do not care, it could be either way.

If the boy or girl is married-their free hours should be spent supporting themselves.

Can't see where it is such a big issue and probably would hurt the boy more if couldn't participate.

(May not participate) Not as punishment, but rather as an inducement to better conduct.

Choice is contingent upon the circumstances surrounding the married athlete.

I feel that a young man who has to get married is being punished enough without excluding him from athletics. These young people need all the help and encouragement they can get. If this provides encouragement then by all means it should be offered to them, provided they abided by all rules and regulations.

A married high school student is not sociologically or psychologically on the same level as other H.S. students. An athlete is a symbol to be admired and certainly married H.S. students are not people we wish to have our younger students admire or idolize.

We feel that married students have family responsibilities that take up enough of their time so that regular school work is all they have time to carry.

If the girl that he marries becomes pregnant and she has to drop out of school then he shouldn't be permitted to participate either. It should be a two-way deal.

If the married student conducts himself as a gentleman, I see no reason that he should not be permitted to participate. He would have contact with students between classes and outside of school time.

There are arguments for both sides and I am not sure which outweighs the other. Whatever the policy it should be stuck to and not changed in a certain individuals case.

This is not to say to deny students a chance to participate will cut down on this marriage problem, but we as school officials still must discourage young people from making a mistake of an early marriage. I honestly think young people fail to realize that after marriage they now have a responsibility to a wife and probably the child. I don't deny that they will certainly obtain many benefits from participating however, this young boy and girl must realize that mom and dad are not going to be able to support all three people in addition to their regular family responsibilities. If these young people wish to accept their financial responsibility along with everything else, let them play---

I don't see any reason why they should not take part in athletics if they lived up to the rules.

In my opinion a married student should have the same rights as the other student. I see no justification for penalizing anybody for being married even in H.S..

(May not participate) Experience has caused me to feel this way. It works out much better from the standpoint of a coach and administrator.

Standards should be set and they should be followed by everybody. If we do not keep our standards up why call it education, why not baby sitting, because in the real sense the students would set the rules and we would just be puppets.

(May participate) Times have changed.

The responsibility of a family is in itself enough of a burden for an immature individual. He would be defeating his purpose for being in school by such participation.

I have mixed emotions relative to student participating or not. Both alternatives have merit.

I don't think it to be wise to "set up" a person in this situation to be looked up to by other students.

Being a coach as well as principal I feel that it would be quite difficult to coach where a student could influence a group by being married. It probably would depend on the marriage situation.

Depends on individual case.

I think it would depend on the conditions as to why and when they were married.

My feeling on this is that marriage is not a normal nor desirable situation for people on the high school student level. Such people are too immature for marriage. Therefore, any policy which can discourage marriage at that age is a desirable school policy. Having such a policy does not discriminate against marriage per se, but rather it is a discrimination against too young and immature marriage.

I feel that a married student should be allowed to continue his high school education; but because of the added responsibility of being married, and possibly a father, he should devote his time to academic studies. Being allowed to participate in interscholastic athletics would possibly encourage or fail to discourage students to marry before completing high school.

(May participate) Not just athletics, but any interschool activities.

## APPENDIX I

COMMENTS CONCERNING THE QUESTION "WHERE DO YOU FEEL THE DECISION CONCERNING THE MARRIED ATHLETE PARTICIPATING IN INTERSCHOLASTIC ATHLETICS SHOULD BE FORMULATED?" (TABLE IV)

Comments of Guidance Counselors indicating "Others" on the

Question:

The athlete himself

School staff and administration

A legal decision on the state level to govern entire state

Local school - not necessarily board

By State Department of Education or legislature - regular school law procedure

By democratic process - if possible - Co-op representatives

Department of Public Instruction or legislation if necessary

Comments of Guidance Counselors Favoring Local School Board

Formulating the Policy:

Board must be sensitive to community attitudes and mores, thus it is not the business of state association.

Need local control

Comments of Guidance Counselors Favoring South Dakota High

School Activities Association:

Should be a uniform decision

With advise of lawyers who are knowledgeable in school law

It should be universal with no exceptions

General Comments of Guidance Counselors Concerning the

Question:

Should be law "ok-ing" participation for all married students if other factors qualify

If the marriage is legal, where would any illegality rest?

## APPENDIX J

COMMENTS CONCERNING THE STATEMENT "I WOULD PREFER TO WORK IN  
A SCHOOL SYSTEM WHERE THE MARRIED ATHLETE" (TABLE V)Comments of Guidance Counselors Regarding the Feeling Con-  
cerning Participation by the Married Athlete in Interscholastic  
Athletics:

System described in 2 (May not participate in interscholastic athletics) would be too rigid for me to tolerate

Should we deny an individual the opportunity to develop to his highest potential?

If the SDHSAA has ruled favorably for married students, then I would certainly condon it, too. I feel that we need a "group" policy on this situation



## APPENDIX K

COMMENTS CONCERNING THE STATEMENT "THE MARRIED ATHLETE'S  
PARTICIPATION IN INTERSCHOLASTIC ATHLETICS MAY"  
(TABLE VI)

Comments of Guidance Counselors Indicating "Others" on the

Question:

Help others toward a more realistic attitude regarding marriage, e.g. provide the unmarried student with knowledge leading to a better basis on which to make a decision regarding marriage, specifically "early" marriage

Positive areas influence for -- Negative areas influence against

May not be a good representative of High School Students

I don't feel that this could easily be generalized. The individual cases could vary greatly

Comments of Guidance Counselors Concerning the Influence of

the Married Athlete Upon his Fellow Class-mates Concerning Early

Marriage:

No more than non-athletes

The influence of a peer does not necessarily depend upon his activity in school

I doubt it would have a particular influence

I think influence one way or another would depend on the individuals involved

I believe this would depend on the individual married athlete and the perceptions of him by his peers

This would be true of the few I have known (Have no particular influence) though it certainly may not be supported by surveys or such...

## APPENDIX L

## COMMENTS CONCERNING THE STATEMENT "MOST RULINGS PROHIBITING THE MARRIED ATHLETE FROM PARTICIPATION IN INTERSCHOLASTIC ATHLETICS ARE" (TABLE VII)

Comments of Guidance Counselors Indicating "Others" on theQuestion:

Combination of the above--depending upon philosophy of the school

The married High School Student needs all the support, guidance, and help he can get. (1) (2) & (3) (See Table VII) are definitely not a solution to the issue--

Comments of Guidance Counselor's Feelings About Rules thatProhibit the Marriage Athlete from Participation in InterscholasticAthletics:

(Punitive) "Victorian Philosophy"

I feel that most cases this is the purpose (For the best interest of other students) but I do not feel it a justified one

Probably meant to be in the best interest of others but really punitive

## APPENDIX M

COMMENTS CONCERNING THE STATEMENT "BY NOT ALLOWING THE MARRIED  
ATHLETE TO PARTICIPATE IN INTERSCHOLASTIC ATHLETICS, SUCH  
ACTION" (TABLE VIII)Comments of Guidance Counselors indicating "Others" on theQuestion:

It would definitely discourage the youth - not necessarily from the standpoint of quitting school.

Undue discrimination

Comments of Guidance Counselors Concerning the Effect ofNon-participation in Interscholastic Athletics Upon the MarriedAthlete:

Much depends upon his ability to support his wife and family

There may be a tendency toward discouragement. When someone makes a mistake, should his education be discontinued? Isn't he in need of an education more than ever?

Of course his premature responsibilities may interfere with the time he would have to devote to athletics

## APPENDIX N

## COPY OF LETTER

October 11, 1968

Donald J. Hanson, Grad Student  
Dept. of Health, Physical Education  
and Recreation  
South Dakota State University  
Brookings, South Dakota 57006

Dear Mr. Hanson:

The Iowa High School Athletic Association has never had a rule against married students participating in athletics. The reason we have never had the rule is because we do not feel that the Association could possibly go to court and win this case. Here in Iowa we have some very, very strong rules which we feel we can defend in the court of law and at no time jeopardize our Association, but the married student one is a law we're not sure of.

Here in Iowa, two years ago, we had a District Court rule that school could not keep a boy out of athletics because he was married. The case was then turned over to the Supreme Court and the Supreme Court overruled the District Court stating that the local school board does have the right legally, to determine whether or not a boy in the State of Iowa can play interscholastic athletics. This gives you a little bit of the background with regard to Iowa. The case I am referring to was called "Green vs. the Waterloo School Board." We treat married students the same as any other student. If a boy were to get married and live in one school district and move in with his in-laws in another school district, he would be ineligible for eighteen weeks for interscholastic athletics, not because he was married but because he changed school systems without a like change of address of his parents.

Each state has entirely a different philosophy toward rules and regulations that the Association should enforce. This does not make one state right or better than another state, it just means that the schoolmen have a different philosophy towards what an Association should do. Here in Iowa, we have what we call a

Good Conduct rule where we hold youngsters out of athletics because of citizenship on the Association level. Here again, we have never attempted to do anything with married students because we have felt this is the one field the Association cannot get into.

I would be very interested to find out how your survey goes.

Yours truly,

Bernie Saggau, Executive Secretary  
Board of Control  
Iowa High School Athletic Association  
Boone, Iowa 50036

BS/m